

Head Start in Michigan: A System Overview



Susan Broman

Deputy Superintendent, Office of Great Start, MDE

Kaitlin Ferrick

Head Start State Collaboration Office Director, MDE

Lucy McClintic

Director, Capital Area Community Services Head Start

11/11/2015

Agenda

- Overview of History and Structure of Head Start and Early Head Start
- Head Start in Michigan
- Current Federal Initiatives
- Local Perspective: Capital Area Community Services
- Head Start State Collaboration Office



Head Start and Early Head Start: An Overview

- Head Start and Early Head Start are comprehensive child development programs serving low-income children ages birth through five, and their families.
- Promotes the school readiness of children through a holistic approach that addresses their educational, social, emotional and mental development.
- The federal Administration for Children and Families' Office of Head Start directly funds local agencies to operate programming in their communities

Head Start History

- Began as part of President Johnson’s “Great Society” Campaign
 - War on Poverty policy initiative
- Launched in 1965 as an eight-week summer demonstration
 - Targeted to low-income preschool children with the goal of preparing them for elementary school
- The 1994 Head Start Reauthorization created Early Head Start



Eligibility Criteria

Head Start serves children ages three through Kindergarten entry, while Early Head Start serves infants and toddlers up to age three.

Who is eligible?

- Children from families with a household income at or below 100% of the Federal Poverty Guidelines
- Homeless children
- Children in foster care
- Families receiving public assistance, such as TANF
- Children with special needs must account for 10% of total enrollment

Head Start Program Highlights

- Comprehensive Services: programs offer families continuous services they need in areas such as health, dental, nutrition and family counseling
- Family engagement: emphasis on including families in their child's development and education
 - Integration into program governance
- Diverse model options: center-based, home-based and family child care models allow for flexibility



Head Start in Michigan: By the Numbers

Michigan Head Start cumulative enrollment for the 2013-14 program year was 41,783

- 35,369 children were served in Head Start
- 5,888 children were served in Early Head Start
- 473 pregnant women also received services as enrollees

Michigan has 45 total grantees representing diverse entities:

- Community Action Agencies
- School Systems
- Tribal and County Governments
- Non-profit entities, including faith-based organizations



Michigan Head Start Data

Eligibility Type

- 70.04%: Income eligible (household income at or below 100% of the Federal Poverty guidelines)
 - Translates to 29,263 children
- 16.46%: Receipt of Public Assistance
 - 6,884 children
- 4.18%: Homeless status
 - 1,748 children
- 2.40%: Foster Care status
 - 1,002 children
- 10.6% of all children enrolled in Head Start and 17.4% of those enrolled in Early Head Start in Michigan had an Individualized Education Program or Individual Family Service Plan
 - Nationally, these figures were 13.8% for Early Head Start and 12.2% for Head Start



Early Head Start-Child Care Partnerships (EHS-CCP)

Collaborative federal grant opportunity between the Office of Head Start and Office of Child Care that focuses on improving child care quality and expanding access to full-day, full-year infant and toddler services

- Grantees partner with family child care homes and child care centers to implement Early Head Start in these settings
- Services provided through age three
- Encourages layering of funds, including child care subsidy, with partnership dollars supporting quality



EHS-CCP in Michigan

Michigan grantees received 5 awards:

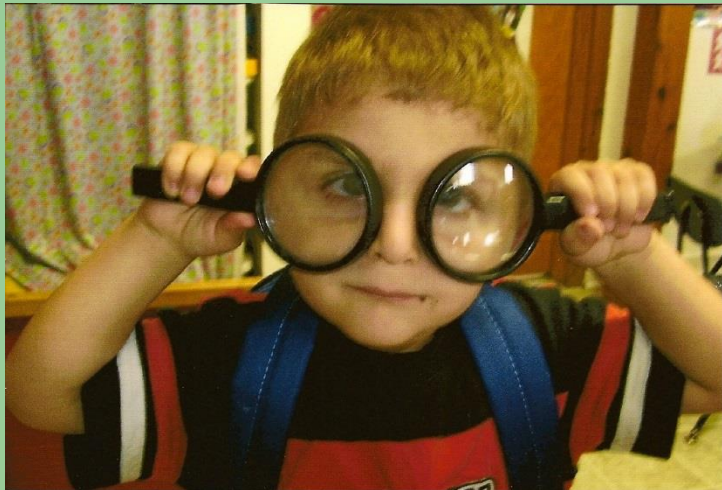
- St. Joseph ISD
 - \$700,000
- Capital Area Community Services
 - \$1.7 million
- Macomb County Community Services Agency
 - \$1.7 million
- Order of the Fishermen Ministry
 - \$3.8 million
- Matrix Human Services
 - \$6.5 million



Awards total \$14.4 million and will serve over 850 children in centers and homes

Capital Area Community Services Head Start and Early Head Start

**Lucy McClintic
Head Start Director**





Serving children in Clinton, Eaton, Ingham and Shiawassee Counties



Capital Area Community Services

1,761 children

PRESCHOOL (1457)

- ❖ 21 Preschool Sites
- ❖ 50 Preschool Classrooms
- ❖ 4 Full Day up to 10 hours of care
- ❖ 12 Partners including 8 school districts and 2 lab classrooms
- ❖ 28 Blended GSRP/HS classrooms(448 slots)
- ❖ Families qualify at or below 100% of poverty (family of four \$24,250)
- ❖ 50% of our families are at 50% of poverty (family of four \$12,125)



Capital Area Community Services

EARLY HEAD START (184)

- ❖ 2 Early Head Start Sites
- ❖ 7 Early Head Start Classrooms
- ❖ 13 Home Visitors (3 partner agencies – CMH, Ingham Health Dept., Shiawassee RESD)
- ❖ 20% of children have coordinated services with Early On
- ❖ 24 MIECHV – Federal Home Visiting families



NEW

EARLY HEAD START CHILD CARE PARTNERSHIP

INGHAM, EATON SHIAWASSEE COUNTIES (120)

- ❖ 6 Homes
- ❖ 11 Centers
- ❖ The target: Families needing full day care who are working or going to school.
- ❖ Families must be participating with DHHS child care subsidy or have been awarded a scholarship.



EARLY HEAD START CHILD CARE PARTNERSHIP

- The grant supports the expansion of slots for low income children and quality enhancement such as equipment, curriculum materials, professional development, mental health, and a nutritional consultant for each center and home.
- 65 caregivers have signed up to pursue an Infant/Toddler CDA credential.



Community Collaboration

200 Partners help us provide high quality services

- ❖ **MSU**
- ❖ **LCC**
- ❖ **WKAR – Ready to Learn**
- ❖ **Health Department**
- ❖ **Local/Intermediate School Districts**
- ❖ **Greater Lansing Housing Coalition**
- ❖ **Great Start County Collaboratives**
- ❖ **PNC Bank – Grow Up Great**



School Readiness

School readiness/kindergarten indicators have been developed with Early Childhood/GSRP staff, Kindergarten teachers and parents across our four counties.

School Readiness Skills



Physical Development and Health

- Takes responsibility for own needs and well-being appropriately and with confidence
- Move purposefully from place to place with control (run, climb, jump, gallop)
- Sustains balance during simple movement experiences (balance, hop)
- Manipulates objects with coordinated body movements (throw, kick, bounce, catch)
- Uses crayons and pencils with control
- Uses scissors with control

Social & Emotional Development

- Responds to/takes direction from more than one adult
- Shares with others
- Works independently
- Recognizes, labels and expresses strong feelings/responds appropriately
- Participates in the classroom community appropriately (rules, routines)
- Uses compromise and talk to resolve conflict

Language and Literacy

- Listens to and follows multi-step directions
- Uses an expanded vocabulary to describe many objects, actions, and events
- Recognize/names 10 letters
- Identifies spoken sounds with words
- Shows awareness of features of print (letters, words, spaces, pictures, etc.)
- Writes first name/begins to write words

Cognition & General Knowledge

- Connects numerals 1-10 to counted objects
- Experiments, predicts, draws conclusions and communicates based on experiences
- Describes features and location of typical things in their environment (school, home, community)
- Makes comparisons among objects describing similarities and differences

Approaches to Learning

- Takes turns
- Maintains attention and persists in tasks
- Takes on pretend roles and situations with others
- Uses creativity and imagination during play and routine tasks

Policy Council Approval (December 16, 2011)
Transition Committee of Ingham County approval (January 2012)

10/2012

School Readiness

- 25 school readiness indicators are included in a Transition Summary that is provided to all Kindergarten teachers
- The indicators cut across 5 child developmental domains and are aligned with Michigan Grade Level Content Expectations for Kindergarten and the Head Start Child Development Early Learning Framework.

Capital Area Community Services, Inc. Head Start
101 E. Willow
Lansing, MI 48906
517-482-1504

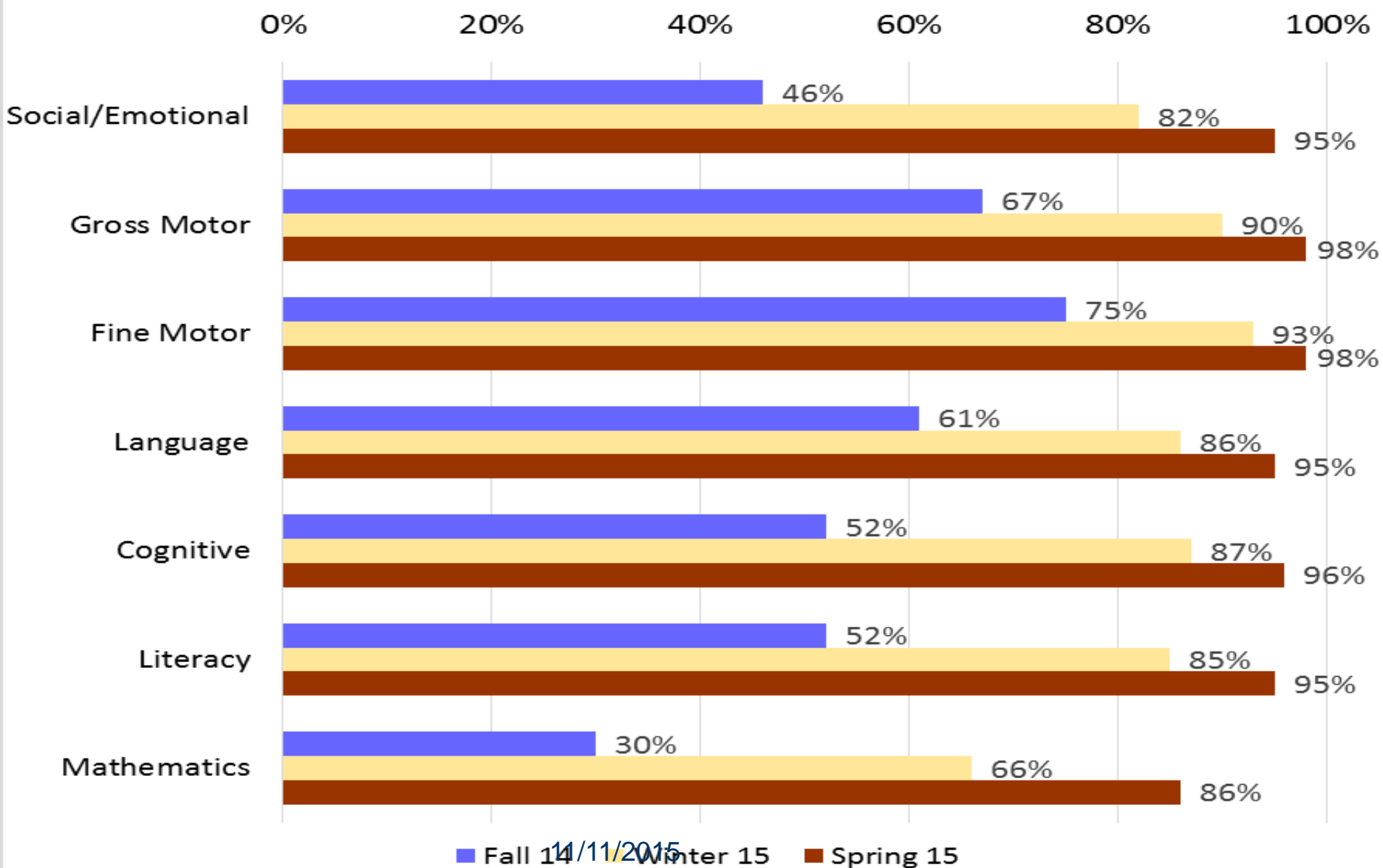
Preschool to Kindergarten Transition Summary					
Next Placement: District: _____ School: _____					
Child Information	Child's Name: _____ M / F DOB: _____				
	Parent(s)/Guardian(s): _____ Home Lang: _____				
	Home Address: _____				
	Home/Cell Phone: _____				
Current Program	Center/Classroom: _____ Enroll Date: _____				
	Teacher: _____ Phone: _____				
	Program Type: _____ Please circle: 2 day, 3 day, 4 day, 5 day / Full Day Half Day				
	Attendance (check one): <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below Average				
The purpose of the Kindergarten Transition Summary is to provide transition information between the child's family, preschool program and the receiving school.					
Teacher/Caregiver Summary					
Y S N					
Well-Being and Motor Development <input type="checkbox"/> Takes responsibility for own needs and well-being appropriately <input type="checkbox"/> Motor Skills - run, climb, jump, hop <input type="checkbox"/> Motor Skills - balance, hop, etc <input type="checkbox"/> Motor Skills - throw, kick, bounce etc. <input type="checkbox"/> Uses crayons and pencils with control <input type="checkbox"/> Uses scissors with control Social and Emotional Development <input type="checkbox"/> Responds to/Takes direction from more than one adult <input type="checkbox"/> Shares with others <input type="checkbox"/> Works independently <input type="checkbox"/> Recognizes, labels and expresses strong feelings/responds appropriately <input type="checkbox"/> Participates in classroom community appropriately <input type="checkbox"/> Uses compromise/talk to resolve conflict	Language and Literacy <input type="checkbox"/> Listens to and follows multi-step directions <input type="checkbox"/> Uses an expanded vocabulary <input type="checkbox"/> Recognizes/names 10 letters <input type="checkbox"/> Shows awareness of features of print <input type="checkbox"/> Writes first name/begins to write words Cognition and General Knowledge <input type="checkbox"/> Experiments, predicts, draws conclusions and communicates based on experiences <input type="checkbox"/> Connects numerals 1-10 to counted objects <input type="checkbox"/> Describes features/location of typical things in environment <input type="checkbox"/> Makes comparisons among objects describing similarities/differences Approaches to Learning <input type="checkbox"/> Uses creativity and imagination during play and routine tasks <input type="checkbox"/> Maintains attention and persists in tasks <input type="checkbox"/> Takes on pretend roles and situations with others <input type="checkbox"/> Takes turns				
Health/Development concern(s) referred for further consultation <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Special Needs/Education <input type="checkbox"/> Has IEP - Eligibility <input type="checkbox"/> Ref. pending <input type="checkbox"/> Per Dist/ISO-no eval needed/didn't qualify <input type="checkbox"/> Internal referral - concern resolved* <small>*Initial concern addressed and/or no concern after further screening/fit</small> </td> <td style="width: 50%; vertical-align: top;"> Health: <input type="checkbox"/> Yes <input type="checkbox"/> No Allergy/Nutrition: Social/Emotional: <input type="checkbox"/> Yes <input type="checkbox"/> No Physical Health: <input type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> <tr> <td style="vertical-align: top;"> Concern _____ Plan _____ </td> <td style="vertical-align: top;"> Concern _____ Plan _____ </td> </tr> </table>		Special Needs/Education <input type="checkbox"/> Has IEP - Eligibility <input type="checkbox"/> Ref. pending <input type="checkbox"/> Per Dist/ISO-no eval needed/didn't qualify <input type="checkbox"/> Internal referral - concern resolved* <small>*Initial concern addressed and/or no concern after further screening/fit</small>	Health: <input type="checkbox"/> Yes <input type="checkbox"/> No Allergy/Nutrition: Social/Emotional: <input type="checkbox"/> Yes <input type="checkbox"/> No Physical Health: <input type="checkbox"/> Yes <input type="checkbox"/> No	Concern _____ Plan _____	Concern _____ Plan _____
Special Needs/Education <input type="checkbox"/> Has IEP - Eligibility <input type="checkbox"/> Ref. pending <input type="checkbox"/> Per Dist/ISO-no eval needed/didn't qualify <input type="checkbox"/> Internal referral - concern resolved* <small>*Initial concern addressed and/or no concern after further screening/fit</small>	Health: <input type="checkbox"/> Yes <input type="checkbox"/> No Allergy/Nutrition: Social/Emotional: <input type="checkbox"/> Yes <input type="checkbox"/> No Physical Health: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Concern _____ Plan _____	Concern _____ Plan _____				
Parent Comments: _____ Teacher Comments: _____					
I, _____ (Print Name) give permission for Capital Area Community Services, Inc Head Start to release the above information, assessments, care plans and IEP (where applicable) for _____ (Print Child's Name) to assist in providing a smooth transition for the upcoming school year. Signature: _____ Date: _____					

Write: Kindergarten Teacher Yellow: Head Start File Pink: Parent

Head Start Child Outcomes

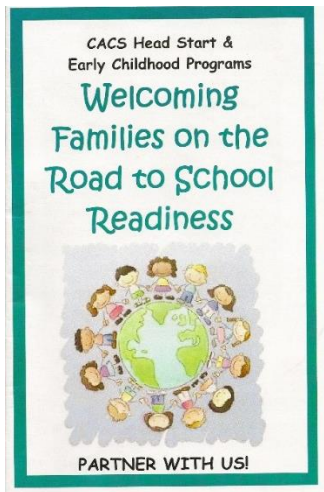
2014-2015

Percent of children within Widely Held Expectations for their age



Parent Focus

- ❖ We promote parent engagement toward an understanding of school readiness and kindergarten expectations.



Week: Feb. 1, 2016 – Feb. 5, 2016 Home Activity In-kind Report

Linking home to school... YOU are the primary teacher of your child. These LINKS activities are an extension of the curriculum used in your child's Head Start classroom. Adjust the activity to meet the individual needs of your child.

LINKS	Literacy	Physical Activity	Science	Science	Office Use
	Literacy Involve your child in searching for, collecting and cutting out coupons and sale ads. <small>Linkage</small>	Physical Activity Turn on some music and run in place for one song. Feel your heart when the song is over. Lay down for one song. Feel your heart. <small>Linkage</small>	Science Rub a Dab Dab! (see back) <small>Linkage</small>	Science Make "Birds in Snow". (see back) <small>Linkage</small>	Total
	Nutrition Trace around different fruits and vegetables on paper. See if your child can match the fruit and vegetable to the tracing. <small>Linkage</small>	Creative Arts Make "Homemade Finger paint". (see back) <small>Linkage</small>	Math Sort your toys by size, color and texture (hard or soft). <small>Linkage</small>	Physical Activity Find a place in the house where you can roll—then practice rolling with a long, straight body. Now roll with a small, coiled up body. <small>Linkage</small>	Total
	Science Make a telephone with two paper cups lined with a long string through the center of each base. Pull tight and talk. <small>Linkage</small>	Language Sing "15 Little Monkeys". (see back) <small>Linkage</small>	Social Emotional Find a baby picture of your child. Talk about how they have changed since they were a baby. <small>Linkage</small>	Language Ask your child "If you could be a superhero, what super power would you want? Why?" <small>Linkage</small>	Total
	Math Sort cups in the cupboard by brand, variety or color. <small>Linkage</small>	Social Emotional Compliment your child today. Tell them something they did that you liked. <small>Linkage</small>	Literacy Play "Alphabet Ball". (see back) <small>Linkage</small>	Creative Arts Line a container with paper. Dip marbles or a small ball in paint or pudding and then drop into the container. Roll them around. <small>Linkage</small>	Total
Parent/Caregiver Name: _____ Parent/Caregiver Signature: _____ Child's Name: _____ Classroom: _____ Staff Signature: _____ Date: _____					Page Total

** LINKS CAN BE TURNED IN ANY TIME DURING THE SCHOOL YEAR**



- ❖ We promote family literacy – daily reading.



02.28.2012



School Readiness is about curiosity, an engaged mind and...



11/11/2015



A close-up photograph of a baby with light hair and blue eyes, sitting at a table and eating spaghetti. The baby is wearing a yellow bib with colorful letters and has spaghetti sauce smeared on their face and hands. They are holding a fork in their mouth. A white plate with spaghetti is in front of them, and a yellow sippy cup is to the right. The background shows a wooden shelf with baskets.

eagerness to learn!

Head Start State Collaboration Office

The HSSCO supports the development of multi-agency and public and private partnerships at the state and local level.

These partnerships are intended to:

- Assist in building early childhood systems
- Provide access to comprehensive services and support for all low-income children
- Encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives
- Augment Head Start's capacity to be a partner in state initiatives on behalf of children and their families and facilitate Head Start involvement in state policies impacting low-income children and families

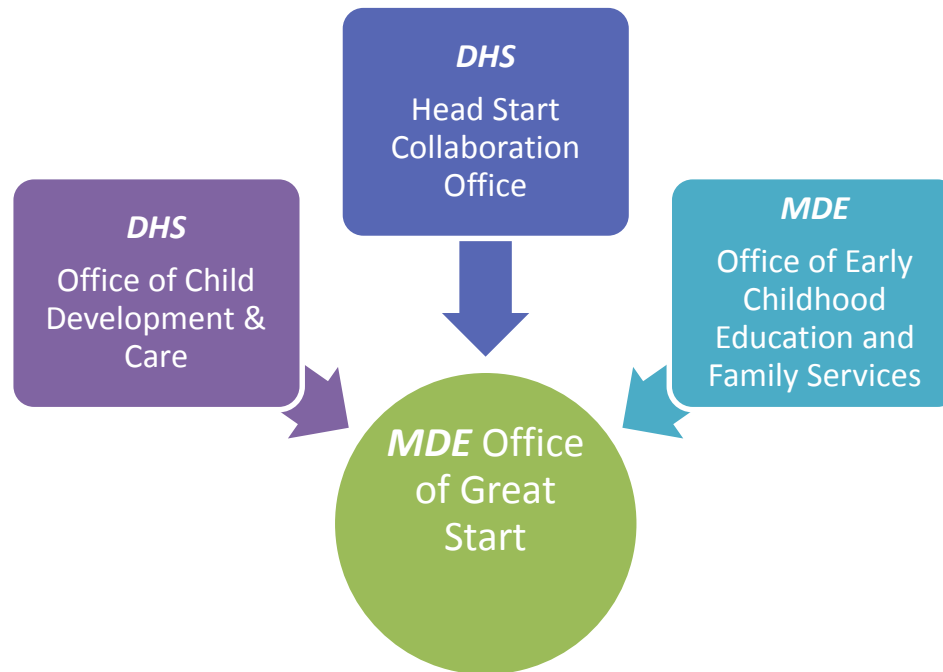
Head Start State Collaboration Office

Section 642B of the Head Start Act authorizes the creation of the HSSCO to “...*facilitate collaboration among Head Start agencies...and entities that carry out activities designed to benefit low-income children from birth to school entry, and their families...*”

- Each state must designate a HSSCO Director and they must hold a full-time position of “*sufficient authority*” to ensure effective collaboration
- Grants are awarded by the Office of Head Start



OFFICE OF GREAT START (OGS)



- Executive Order 2011-08 consolidated early childhood programs and resources under a single agency in an effort to:
 - Maximize child outcomes
 - Reduce duplication and administrative overhead
 - Reinvest resources into quality improvement and service delivery

HSSCO Priorities

1. Partner with State child care systems emphasizing the Early Head Start-Child Care Partnership Initiatives
 - *Convening EHS-CCP grantees; Pilot development*
2. Work with state efforts to collect data regarding early childhood programs and child outcomes
 - *Race to the Top-ELC Head Start projects*
3. Support the expansion and access of high quality, workforce and career development opportunities for staff
 - *Professional Development workgroup; Early EDU state team; partnering with MHSA on events*

HSSCO Priorities, continued..

4. Collaborate with Quality Rating Improvement Systems

- *Great Start to Quality Core Team*

5. Work with state school systems to ensure continuity

- *Ongoing collaboration with Great Start Readiness Program staff*

6. Regional/State Priorities

- *Health Manager Workgroup; Homelessness Workgroup, Coordination with Migrant and Tribal programs*



QUESTIONS?

Kaitlin Ferrick

Head Start State Collaboration Office Director

Ferrickk1@michigan.gov